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ABSTRACT

A discussion of international education in the 21st century begins with the premise that international education is an extension of domestic education adapted to emerging global interdependence. Prevailing public and academic debates on the issue are reviewed, focusing on the relationship between education and training. A broad picture of the functions of international education in the coming century is drawn, and some factors affecting the effectiveness and efficiency of international education are discussed. Aspects of the history and current state of international education are examined, and some programs are described. It is concluded that: (1) the desired universality of international education is truer in principle than in practice; (2) a variety of world images should be incorporated into international education; (3) greater articulation of goals and purposes is needed; (4) the relationship of education and training should be kept in perspective; (5) goals and objectives should be clearly distinguished according to the institution's mission; (6) history should be treated not as a record of events but as a perspective; (7) international education is an institutional commitment; (8) planning will be most efficient if undertaken in one of the emerging orientations: ethnocentric, polycentric, regiocentric, or geocentric; and (9) internationalization plans should be flexible, economical, and timely. A 100-item bibliography is included. (MSE)

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PROBLEMS IN DEFINING THE DIRECTION AND CONTENT OF INTERNATIONAL EDUCATION FOR THE 21ST CENTURY

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FOR THE 21ST CENTURY

BY

NICHOLAS J. BELTSOS

CONFERENCE ON INTERNATIONAL EDUCATION TOWARDS THE 21ST CENTURY

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THE FOUNDATION FOR INTERNATIONAL EDUCATION AND MANAGEMENT SCIENCE

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Thank you Dr. Boyd for your help and your kind words. I am extremely honored and deeply gratified for being a participant in such a fine assembly of administrative and academic talent from around the world.

I would like to present my views on international education in five distinct parts. In Part I, I will state briefly the nature of international education as an extension of "domestic" education suitably modified to account for the emerging environment of world interdependence. I will, swiftly, proceed to Part II, where I will discuss the problems in defining the content and direction of international education in terms of (A) the prevailing public and academic debates on the issue, (B) the major characteristics of the debates, and (C) the relationship education to training. In Part III, I will attempt (A) to present a broad picture of the functions of international education in the 21st Century and (B) identify some of the factors that are most likely to affect its effectiveness and efficiency. In Part IV, I will call the attention of this conference on certain, select, empirical, aspects of international education by reference to its temporal, spatial and current state dimensions. Lastly, in Part V, I will talk about programs of implementation (A) worldwide, and (B) at Eastern Michigan University. Finally, I will present a brief summary of my paper, and will try to draw appropriate conclusions.

I. THE NATURE OF INTERNATIONAL EDUCATION

Clearness of ideas is essential to correct thinking. The greatest obstacle to the pursuit of truth lies in the vagueness and confusedness of ideas. In this part I will present a brief account of international education in terms of its comprehension and extension.

A. THE NEED FOR A CLEAR DEFINITION

A review of the professional literature on the subject, and the very theme of this conference, augers well for the need for defining international education and the need for identifying the problems related to it, as we move closer to the environment of the 21st Century. We frequently hear calls of the "Let us Internationalize our Marketing Students, " type from all directions of the educational spectrum. Such calls reflect problems related to definitional precision, failure to distiguish between gaols and objectives, and failure to relate both to the manner in which environmental changes influence their content and their achievement.

B. ACCEPTED DEFINITION

Let me begin with the accepted definition of what the essence of education is, the essence of all education . The essence of education is to prepare informed, enlightened, and responsible citizens—and leaders— capable of (1) generating , out of an endless array of facts(data), information , which is syntactically sound, semantically intelligible, and pragmatically useful., (2) evaluating the consequences of decisions taken on the bases of the so-generated information, and (3) using the information in making decisions and communicating those decisions to others. I can summarize the position which these three

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in a nutshell as follows: Education is knowning what you want, where you find what you want, and knowing what you do with it after you get it. And one scintilla of truth worth remembering: education cannot make us all leaders— but it can teach us which leader to follow!

C. THE ESSENCE OF INTERNATIONAL EDUCATION

It appears to me that informed, enlightened, and responsible citizenship —and leadership— capable of "developing all the potentialities of the self," as Professor Reinsmith states (80:253), in a worldwide perspective is the true essence of international education. Success is not the essence of international education. Success is one of its outcomes. "Education," argues Professor Reinsmith, including international education, "deals with being, not merely with knowing or doing, and still less with getting or attaining. And has little to do with success. In fact its gravest crisis may come when it is most successful and turns to producing graduates."(80:254). Reinsmith's quotation from Hetron(Learning to Live. p.11) is quite revealing: "If you are too obsessed with success, you will forget to live. If you have learned only how to be a success, your life has probably been wasted. If a university concentrates on producing successful people, it is inevitably failing in its obligation to society and to the student themselves."

While the true nature of education is not significantly altered by making its scope and methods coextensive with international life and challenges, its content, function, and direction are inexorably affected by changes in, and demands by, the environment as the American experience indicates(4,8,9). All of us in the educational enterprise have a vested interest in the identification of problems that relate to, and are created by, any attempt to define the nature, content and direction of international education in the 21st Century. In Part II, below, I am going to (A) look at the several positions which have emerged from the academic and public debate on international education, (B) examine their major characteristics, and (C) identify some of the problems created when the relationship between education and training is ignored.

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II. PROBLEMS IN DEFINING INTERNATIONAL EDUCATION IN PERSPECTIVE

In this part I am creating the conditions or prerequisites for discussing intelligently the functions and limitations of international education in the 21st Century. I will examine in some detail the types of academic and public debates on the development of international education, their key, permanent, so to speak, features, and the problems arising out of the relative position of international education and training in the coming 21st Century.

A. ACADEMIC AND PUBLIC DEBATES ON THE DEVELOPMENT OF INTERNATIONAL EDUCATION

I will start first with the presentation of academic and public debates on international education with an important reminder. For any of the schools presented below, no person with a reservoir of knowledge is considered educated until he/she learns when to turn the spigot on and off with skill and wisdom. This should hold true for each of the following positions: (1) the idealist; (2) the Geopolitical Realist; (3) the Transnationalist-Free Trade Internationalist; (4) the Transnationalist--Functionalist Internationalist; and (5) the Radical (left, right) Internationalist. Although Kneip in his "Defining a Global Education by Its Content," (48) and Reginald Smart in his "The Goals and Definition of International Education: An Agenda for Discussion," (85) are superb discussions of the various currents of thought on the subject, I have found Steven L. Lamy's "Defining Global Education," (51) more useful for the purpose at hand.

1. THE IDEALIST POSITION

The idealist position on the nature and content of international education is based on rather inocuous assumptions. The idealist sees a world fundamentally good. All that it is needed is to enhance existing programs and create new ones that promote cultural understanding along with a renewal of absolescent social institutions. Accordingly, the nature of international education, and its direction, is such that it ipso facto rejects military power and strength as frames of reference in defining the goals of international education as being inconsistent with the Idealist's Polyanna attitude. A rather dominant perspective, since the end of World War I, the Idealist emphasized world peace and prosperity with resources diverted from military expenditures to economic, cultural and technological development. Papers presented in the 1983 special issue of Educational Research Quarterly, and edited by Steve L. Lamy as "Global Education: Symposium," (52) reflect accurately this view of the nature of international education. The Idealist position is also reflected in reported experimentation such as C. Waterlaw's report on "Classroom Education for Peace: Solutions to Global Problems " (97), in position papers such as the Position Paper on International Education by the State School Officers Council (89), the Governors' urging of colleges to expand programs in international studies (42), and in the institutional work by J. M. Baker, "Goals for Global Education," (6) and Y. Okohara's "International Reports: Japan," (69). Thus, from the Idealist point of view the nature and function of international education in the 21st Century is to prepare young men and women for service to

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humanity with programs that promote cultural understanding and good will among nations of the world. This overall evaluation of the nature and function of international education is epitomized in Pelicano's (75) "A Macroperspective for Citizenship Education," and in Nisches' (61) "Important Function of International Education for Promoting Peace in the Age of Global Transformation."

2. THE GEOPOLITICAL REALIST POSITION

It is very hard to separate geoeconomics from geopolitics and identify their respective adherents. The Geopolitical position looks at the world with less confidence in its purity and more respect for geoeconomic and geopolitical interests. Accordingly, the Geopolitical Realist views the nature of international education in relation to activist, interventionist policies which are based on appreciation and respect for balanced power. It is a view of international education with Realpolitik orientation. It is a kind of educational philosophy which grew during the interwar period, and dominated most of the post World War II international educational activity. This educational philosophy has been significantly affected, in content and direction, by the need to balance military (e.g., NATO) and economic (e.g., EEC) power worldwide. Typical manifestations of this attitude have tended to emphasize "global thinking, but local action " (2), "National Identity in a World Community " (11), and a kind of international understanding as envisaged by the Council of Europe that takes into consideration the fact that the world is still fragmented politically and economically (91). The need for an appreciation of, and respect for, power—central to the Geopolitical Realist Position—is reflected in R. A. McCaughey's demand that international studies become an integral part of international education (56), and in T. Wagner's call for "Education for Responsibility in a Nuclear Age " (96), a type of education which Martha Boaz makes it absolutely imperative (9).

3. THE TRANSNATIONALIST VIEW—THE FREE ENTERPRISE INTERNATIONALIST

The transnationalist view of the world consists of two kinds of educational philosophy: The Free Enterprise Internationalist and the Functionalist Internationalist. Both kinds have emerged as a reaction to the following developments: (a) the proliferation of new state (e.g., decolonization) and non-state actors in the international system; (b) the diffusion of political, economic and military resources and power in the international system; (c) the increased complexity of problems and policy issue facing the global community; and (d) the penetration of traditional boundaries of sovereignty due to the increase of interdependence between and among state and non-state actors in the international arena (51:14).

The Free Enterprise Internationalist view of international education is that global cooperation is important and is the sine qua non for increased and sustained welfare worldwide. The emphasis, by-and-large, is on the significance of free trade in the product and the factor markets around the world, manifested

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by the unobstructed movement of goods and services as well as people, capital (technology), and raw materials. Central to the transnationalist view of the Free Trade kind is the multinational corporation. The multinational corporation, so far, appears to be the most ingenious device for diffusing knowledge and wealth in the most efficient manner around the world. The business and economics literature, as well as the literature of other fields, is replete with implications for the educational needs required by the spawning gigantic transnational enterprises. Professor Kniep's "Defining Global Education by Its Content" (42) and Miron Magnet's lamentation on the busting of the stock market on the "Black Monday" (of October, 1987) that uncovered its "spawned class of baby managers who are sometimes shameless in their business practices and their self-cherished materialsim," are typically reflections on the educational implications of the growing role of the transnational enterprise in the 21st Century. It is in this sense that A. B. Anthony (4) makes "global awareness" through multinational corporations an integral part of international education and forces the American states to back international education as a means to increase competitiveness in the world market (43).

4. THE TRANSNATIONALIST VIEW--THE FUNCTIONALIST INTERNATIONALIST

The Functionalist Internationalist position like the Free Enterprise Internationalist Position is more or less pragmatic in its outlook. It looks at the future from the position that global cooperation is a desirable state of affairs because of increasing interdependence, which tends to bring about the tendency towards benefits for all, and an increased role of non-private organizations and institutions of government in defining the nature, content, and direction of international education. Accordingly, the Functionalist Internationalist stresses mutual understanding and cooperation between cultures (29). In the Functionalist Internationalist millieu, the United States is one of the actors in the world community, not the most powerful one. Consequently, in the United States, global education must emphasize the importance of skills and competencies that will prepare students for articulation of world problems and the resolution of conflicts (51:15). To this effect, R. J. Corter argues international collaboration in curriculum development is becoming an absolute necessity as we move closer towards the 21st Century (35). It seems that a "people to people" appraoch is widely accepted not only in the developed but inthe developing countries as well (79). One can see this in the increasing demand for cooperation in particular fields such as in the field of nursing education as reported by V. Masson (54).

5. THE RADICAL (LEFT, RIGHT) INTERNATIONALIST POSITION

The echo of Karl Marx's and his ideological descendents, the Radical Perspective (left, right) on international education has been without veridical success in challenging the idea that every nation-state

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benefits from global interdependence and cooperation. Consequently, international education must aim at the elimination of economic and political differentials that exist between and within nation-states. It is an ad hominem approach, an approach that appeals to a person's prejudices rather than his intellect. In the United States, as well as in Western Europe and Japan, this view of the nature and role of international education finds few adherents and little support. L. B. Iglitzin writing on the George Orwell's 1984, reminds us of the dangers and challenges of the everpresent "big brother" mentality which can easily creep into the educational process (40). Others present the radical notion that international education is (or should be) a sort of "cultural imperialism " (58).

Whether the International Council for the Future of Universities set up specifically to shield education from the left has succeeded in open to question. It is clear that as we approach the doorsteps of the 21st Century, the Marxist-Socialist thought on education seems to reflect a different trend in the socialist counties around the world. Who knows? Maybe G. M. Scully's observation that the International Council for the Future of the Universities which was set up to shield education from the left, should now fear the right, is correct. For example, N. Tchakarov, of Bulgaria ,calls for "Education for Peace and International Understanding in the People's Republic of Bulgaria," (90) and A. Nastase, of Romania, is cognizant of the spreading "culture for peace" and calls for education that makes this culture an integral part of planning for international education in Romania (66).

B. THE MAJOR CHARACTERISTICS OF THE PUBLIC AND ACADEMIC DEBATE ON INTERNATIONAL EDUCATION

A careful examination of the literature covering international education, aside from the ever-present "tool-box" mentality, is that the debate reveals two fundamental characteristics worth noting for the purpose of this conference: (1) widespread desirability and (2) widespread lack of clear definition. Let us look at these two features briefly.

1. WIDESPREAD DESIRABILITY OF INTERNATIONAL EDUCATION

The first key characteristic of the debate on international education is a goal that seems to attract the interest of not only the international educational community but also most of society's institutions worldwide. Its desirability for promoting and securing peace, progress, and economic growth, among other things, seems to be widespread, and firmly rooted everywhere in the world. For the Catholic schools and colleges "the Peace Pastoral" (92) is a document which promises work for peace worldwide. International competence, as I will define it later in Part III, is a "basic for our time" says F. S. Paulson (74). And the same conclusion is reached by the Symposium on International Education by the National Council of Social Studies (77). This is true whether one looks to Canada (15), Germany (26) or

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America (78, 23). But this is the obvious and enchanting feature of the debate.

What is not obvious with respect to the first general feature of international education is the dominant influence of technology on the lives of all nations. As the cultural, economic, and lately the political environment is increasingly subjected to the influence of technology by the sheer forces of progress, the Convergence Hypothesis acquires more and more credence. According to the Convergence Hypothesis, as nations become increasingly interdependent, due to increased industrialization through trade and investment, they tend to face increasingly the same problems requiring the same solutions. But, as expected, when it comes to making decisions, there is no definition of the kind of knowledge needed to enable the receiver of education to decide what to do with it. In addition, the consensus on its desirability begins to thin out because of the second major characteristic of international education, the lack of clear definition.

2. WIDESPREAD LACK OF CLEAR DEFINITION OF INTERNATIONAL EDUCATION

The second major characteristic of international education is quite interesting. It is like love, which is more practiced and less defined. This is so for good reasons. The emphasis on a variety of values that international education is supposed to serve is sufficient to explain the observed lack of clear definition of its nature and function. I suggest that "The Resource List" provided by Jamie P. Cloud and Lynn Parisi for "Defining Global Education " (16), be consulted by anyone who wants to establish the lack of clear definition of international education. Aside from Cloud and Parisi's list of sources, excellent points of departure in any attempt to define global education are the works of J. M. Becker, "Goals for Global Education" (6); Cladwick F. Alger, "Global Education: Why? For Whom? About What?" (1); Steve Lamy, "Defining Global Education" (51); Reginald Smart, "The Goals and Definition of International Education" (85); and William A. Reinsmith, "The True Meaning of Education: A Radical Suggestion" (80).

C. EDUCATION AND TRAINING: AN UNCLEAR RELATIONSHIP

Aside from the problems pertaining to the diversity of view and the major characteristics of these views, problems of definition arise because international education is confused with international training at the conceptual level as well as at the implementation level. Endless numbers of quips and quotes attempt to illustrate the difference between education and training. We hear often the remark that it is a pitty that so many get a college training without getting a college education. Furthermore, the popular wisdom goes on to bring out the fact that education is not a head full of facts but knowing how and where to find the facts. I would assume, somewhere, the other half of the argument can also be found in some sort of a quip or quote; that is, the ability to use the facts wisely in making decisions that affect their lives as well as the lives of their fellow humans worldwide.

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The distinction between education and training is significant not only at the conceptual level, but also at the operational level. "How Can One Know America, Who Only America Knows?" asks R.L. Nichols (68) to illustrate the difficulties in international programs which are factually "rich" and conceptually regional and narrow. Furthermore, by not keeping the distinction between education and training clear, the possibility of gains from comperative and internationnl-education studies is small (3) and the benefits from the lessons of others such as the experience of England (39) will remain narrowly regional and useless to others with similar problems. This is the message which was conveyed by our distinguished hostess, Dr. Teh-Ming Pao in her address (11/12/87) where the two meanings --and derivative activities--were kept apart in her topic "Education and Economic Well Being: A Case Study of the Republic of China." In this light, a true international education is a liberal education which --in the language of John Henry Cardinal Newman, The Idea of a University-- "gives a man a clear, conscious view of his own opinions and judgements, a truth in developing them, an eloquence in expressing them, and a force in urging them."

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III. THE ROLE AND LIMITATIONS OF INTERNATIONAL EDUCATION IN AN INCREASINGLY INTERDEPENDENT WORLD

If anything has come out from examining the anatomy of international education in the preceeding Part II, it is the fact that we are forced to raise the question of its functional capabilities and limitations as we enter the environment of the 21st century. And that environment is not very far away, either. It is only 12 years away, finding many educational institutions unprepared to offer their graduates the kind of education and training needed to cope with the complexities of the 21st century environment. In addition to knowing the essence of international education and the basic anatomy of the debate on it, an important point of departure for any decision maker, at any level in the hierarchy--strategic, tactical, operational--is to be aware of what international education can or should do for people who will be entering the labor market in the year 2000 and beyond, and who will be living in a world of unprecedented economic, social, technological, institutional, scientific, and cultural interdependence. Furthermore, the most elementary long range planning requires an administrative ability to trace each and every effect of international educational policy to its appropriate cause and limitations, actual or potential. In this part, I would like to examine this aspect of international education under two headings: (1) Functions and (2) Limitations.

A. THE FUNCTION OF INTERNATIONAL EDUCATION IN THE 21ST CENTURY

There are many problems in defining the function (content) and direction (focus and emphasis) in a world that in the 21st century will be united by more common interests. A basic problem is the failure to abstract from the complexities, expediencies, and narrow, parochial interests resulting in disordinate course proliferations and fragmentations. This prevents the creation of a system of universally applicable and acceptable values, which is consistent with the requirements of domestic and international balance and harmony. An equally important problem is the failure to bring the system to bear on the emerging issues of the 21st century, such as the issue of the New International Economic Order which sooner or later must be addressed at its roots and not at its periphery. Let me first start with the functions, which I think international education and the programs through which it will be implemented, ought or should perform. I see three functions that international education is called to perform in the 21st century: (1) The imparting of factual and other related knowledge about the world in its systemic composition; (2) the creation of intellectual abilities and skills to adapt to, and change, the world; and (3) its ability to function efficiently in the complex environment of the 21st century.

1. THE KNOWLEDGE FUNCTION

a. Content of the Knowledge Objective of International Education

There is a lot to be remembered about things that we come to "know" in the area of international education. An integral, but not crucial, factor in international education is memory. A person who claims competency in decision making and policy formulation in a world perspective must be able to recall certain specifics, such as terms and facts. He should be able to select intelligently ways and means for dealing with such specifics as conventions, trends and sequences, conceptual structure of the respective field, criteria and methodology. Furthermore, an internationally educated person should be familiar with the

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general principles and generalizations applicable in the field of international interdependence.

2. THE INTELLECTUAL ABILITIES AND SKILLS FUNCTION OF INTERNATIONAL EDUCATION

a. The Function of Comprehensive and Cognitive Skills. The world of the 21st century of business and economic interdependence, sophisticated technology, diverse social and cultural values, and political climate of conflict-avoidance calls for extraordinary ability to apprehend complexity and know how to simplify it, interpret it, and see and project its fullest implications.

b. Training of Competent Decision Makers. An equally important function of international education is the training of future decision makers to use abstractions in particular concrete situations. These abstractions may be in the form of general ideas, rules and procedures, or general methods that are dictated by the age of soft and hard technology in the technological environment of the 21st century. This seems to be the position supported by the results of the pilot project for building global citizenship reported by S.L. Hahn (37), Cladwick F. Alger's "Objectives of Global Education" (1), J.M. Beker's "Goals for Global Education" (6), John Goodland's insistence that the learner now must be placed at the world center (33), and Kaisa Sovolainen's perception of International Education in Vocational Schools (86). Sovolainen insists that since vocational school students learn practical skills, their exposure to international education must modify these skills with the infusion of a philosophy that makes them responsible citizens of the world. A skill of significant practical value is a skill of multicultural communication, which is very much in demand by the international businesses, particularly for those who are prepared to take positions of leadership in the management of international corporations (95).

c. Analytical Skills. The complexity of the international environment and its rapid change require the functionary of the 21st century to be able to disentangle any piece of communication into its major constituent parts or elements, clarify its content, and make all ideas, relationships, clear and explicit. Professor John Brademas considers this skill of utmost importance for the environment of the 21st century among the functions of international education (10). But analytical skills are needed even by the narrower interests and perspectives such as those recommended by L. Edmonson (24) for Black American educational interests in global nuclear war education, by C.L. Drake's eassay on the global perspectives of black studies (22), and by J.C. McConnell and Dodney A. Erickson's call for an analytical international perpective of geobusiness (57).

d. Synthetic Skills. Operating in the international environment of the 21st century, particularly the economic, cultural and technological environment, will call for synthetic skills of the highest caliber, skills which are not expected to be in abundant supply. These kinds of skills enable the decision maker to put together elements or parts of a situation, or problem, so that to form a whole, a sine qua non of orderly and

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intelligent decision making. It is a skill, which the colleges of business in the United States and abroad must develop on a larger scale. The situation is no different in other types of education. A.E. Conte and L.A. Cavaliere share this view and ask the serious question "Are Students Being Educated for the 21st Century?" (12) to which they respond by proposing what they call an "Infusion Model" for global perspectives. Thus, one of the most important challenges and problems in international education is to impart holistic skills in preparing young men and women for the environment of the 21st century along the lines suggested by H.E. Klitgaard in his "Awareness of Global Interdependence" (46). Educators around the world are becoming increasingly aware of the dangers of a fragmented and piecemeal type of international education and its obvious inconsistencies with the imperatives of the coming century. Voices for a global perspective, a holistic, synthetic perspective are becoming many and louder. E. Osunde's call for a global perpective in the social studies of African Schools (72) and G. Otero's calls in Mexico, for school improvement that is conducive to a global education (73) will soon become frequent and more articulate as B. Davison's urging for international databases (18) spreads around the world as an idea and as an efficient operational system.

e. Evaluative Skills. Nowhere are the challenges and problems facing international education so demanding as in the area of evaluative skills. The ability to evaluate situations, problems, things, and people in terms of internal and external evidence is in short supply because the educational process fails to establish standards of reference derived from the previously stated skills. Professor Kniep in his provocative article "Defining Global Education By Its Content" (48), presents a well-structured argument in stressing both the synthetic as as the evaluative function of international education. Let us not forget that a person with cultivated evaluative skills is a person who is able to see faster and clearer "commonality within diversity, through a cumulative sense of global interdependence." In a global situation, a model builder must also be able to understand and cultivate "universal human values that transcend group identity, and the diverse values that define group membership and contribute to our unique perspectives and world views" (48:437).

3. THE EFFICIENCY FUNCTION OF INTERNATIONAL EDUCATION

Any system, including the educational system, can be evaluated along two fundamental dimensions, each being significantly different than the other. These are (a) the dimension of effectiveness; and (b) the dimension of efficiency. The environment of the 21st century will demand clarity in the definition and the production of the desired outcomes or effects (effectiveness) and its intense competitiveness will demand delivery of services at an ever-increasing efficiency. Efficiency differs from effectiveness in that in the standard of effectiveness, the production of the desired outcomes, inputs are irrelevant. In the standard of efficiency, we must relate each desired outcome, marginally or incrementally, to the size and quality of the necessary outputs. You may begin to discern the role of the university president in the function of international education. I will,

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however, discuss it in Part IV. Suffice it to say that effectiveness is related to efficiency as production is related to productivity. The higher the quality of the desired outcomes, the higher the need for efficiency considerations.

B. FACTORS AFFECTING THE EFFECTIVENESS OF INTERNATIONAL EDUCATION

Any attempt to classify the factors that affect the effectiveness and quality of international education programs will always leave something to be desired. Guided from management's point of view, I propose to discuss the factors that shape the nature and content of international education under two headings. First, I will discuss the factors that are not under the control of educational decision makers under the heading "Factors External to the Educational Process"; and, second, I will discuss the factors that are under the heading "Factors Internal to the Educational Process."

1. FACTORS EXTERNAL TO THE EDUCATIONAL PROCESS

An indisputable development in the international demographic environment is the fact that as of July 14, 1987, our planet is inhabited by 5.5 billion people who are bound to have direct and indirect effects on the supply and demand sides in both product and factor international markets. Consequently, one of the greatest follies, and self-deceipts, in the 21st century environment is planning under the philosophy of self-sufficiency. There is a structural (permanent) transformation in business and economic life as well as in other aspects of life worldwide, which educational planning cannot ignore without serious consequences occurring. The world of the 21st century will be characterized by an interdependence of unprecedented scale and content. This increasing interdependence has silently, but permanently, altered the decision-making environments-- economic, technological, social, political, and cultural. These changes will significantly affect the nature and content of international education.

I feel much closer to Harlan Cleveland and the position he takes about the world we are preparing our school children for. Our children, he says, "...will be part of a manifest destiny, less assertive in perception, yet worldwide in its scope and action" (14:416). This world will require the educational system to help learners acquire a feel of (a) their own needs as well as the needs of people everywhere; (b) the interrelated global changes that will provide most of the context for their 50+ of adult life; (c) the limited usefulness of violence and the widening dimensions of national security; (d) the rolling global readjustments in what people produce and consume, and do for living which will affect the job and career of each grown-up child; (e) the lesson from history that it is possible for people, and peoples, to resolve conflicts and work together; (f) the cultural diversity and mandatory pluralism -- and therefore, everybody is in charge; and, lastly, (g) the nature of leadership in such a world -- since whatever the issue, the U.S.A. is bound to be elected to the global executuve committee that must deal with it. (14:416).

The effects of changes in the politico-legal and military climate on the various regions of the world will be significant. The European education is already

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significantly affected by developments in the Common Market and will be more so if what J.C. Frederick sees in Europe:An Emerging Nation? (29) materializes. Of much more significant influence not only for the fate of international education, but for life on this planet as we know it, will be the expected signing of the treaty for the elimination of the nuclear weapons by the superpowers, and the hopefully closer cooperation in other areas, including education.

2. FACTORS INTERNAL TO THE EDUCATIONAL PROCESS

The Japanese experience indicates, as my colleagues from Japan have communicated to me, problems external as well as internal to the educational process exist because of failure to make, what I will call, integrative adjustments. These are one of the three types of strategic responses to changes in the environment, whereby the goals of the educational process are blended with those of the changing world. I distinguish the integrative type of strategic response from the other two of lesser promise: the adaptive strategy and the reactive strategy. The adaptive strategy is adopted after some significant change in the international environment is already under way.The educational process is adopted to a change in the environment that may not have been anticipated. The proactive strategy is usually adopted because of the felt need to "get on top" of the changes that are occuring in the international environment. While this strategy is a step ahead of the reactive type,it is an attempt to manipulate the environment in ways that wil be to the decision maker's advantages.

It is in the integrative strategy that the Gibbon- Newman type of suggested approaches to curriculum construction(31), and Folk and Molly's requirement of "Cosmopolitan Motiff" (21) must be seen. Likewise the Christensen-Whittaker's "Rationale for University Involvement in the International Arena " (13) advises the use of the integrative strategy. However, bringing global education to the unversity community will, also, be significantly affected by the quality of accumulated penumbra of professional faculty. What all this means is that the university which is heading towards the 21st century is an institution that has long ago started to engage in long range planning in which (a) goals, objectives, resources, policies and rules, (b) organizational changes, (c) human resources and (d) intra and inter-institutional systems of communication and control are integrated into a master plan specifically formulated and adopted to handle the dmands of the 21st century.

Furthermore, the effectiveness and efficiency of international education will be significantly affected by by institutional developments in the manner discussed by Professor Duane Kujawa(49). For example, expansion, or rather the spreading of the practice of having the President of the Academy of International Business as an Ex Officio member in the International Affairs Committee(IAC) of the American Assembly of Collegiate Schools of Business(AACSB) is one of the number of ways institutional involvement can affect the quality and direction of international education. The role of the United Nations with their International Years, is another example of institutional influence. In more than one ways , it reminds the educational decision maker of the increasing world interdependence and the need to respond and adjust accordingly. These International Years--and the multisided work

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of UNESCO--provide a model of educational cooperation which is worth heeding to(21).Finally, the role of educational foundations will be determined by changes in the philosophy and direction of foundation resource management. Some insights of how foundations will influence international education are to be found in P. Deruisseaux's analysis of the "$20-Million Hitachi Foundation to promote cross-cultural Understanding"(20).

From a longer run perspective international education in the United States and elsewhere, will be significantly affected by the extent to which creative programming places the student, from elementary level on, in the center of the world system(33). When the student reaches the decision making stage in his life cycle, he will be aware that the world is made up of worldwide systems-- the worldwide physical system, the worldwide biological system, the worldwide social system, the worldwide political system,the worldwide evaluative system, in addition to the worldwide economic system. Keneth Boulding(The World as a Total System:Beverly Hills, 1985) observes that the evaluative system is the least clear as a system that seeks to help people everywhere make judgements and choices(pp.151-157).International education cannot escape the influence from improvements or lack of improvements in the world evaluative system, which will be both its effect in one stage, and its cause in another.

Closely associated with the long run educational creativity is the drive to lift thinking about global education to new conceptual levels by serious institutional work such as that of the Global Perspectives on Education carried out by the National Study Commission in the United States. Professor Kniep (Global Education: The Road Ahead," Social Education(October,1986), p.415)gives the following excerpts from the Commission's Report concerning the direction of attention in strengthening the global dimensions of school programs:

- Adoption of appropriate global education policies by state legislative bodies and local school boards;
- Encouragement of curriculum development at the local level, including greater teacher involvment.
- Providing for adequate teacher education in the substance and method of global education
- Development of innovative cirricular strategies for bringing global education into the educational mainstream.
- Establishment of school-university and community partnerships, and of research and development centers in support of global studies.

In the framework of the preceeding observations, it should be easy to see that the degree to which educational planning is based on clear, attainable and verifiable goals and objectives and the degree to which it obeys the principles of commitment, flexibility and navigational change,human and material resources will be optimally utilized. Questions such as whether foreign students now entering the colleges and universities in all countries will be a source of enrichment or a wasted resource(28) will be partly answered by educational planning that is truly international in purpose and structure.

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IV. THE DEBATE ON INTERNATIONAL EDUCATION IN EMPIRICAL PERSPECTIVE

For this part of my presentation I have chosen the heading "Empirical Perspectives" because it provides a useful link between the functions and limitations of international education in Part III, and the examination of the problems of implementation, which is the subject of Part V, the last part of my presentation. Whatever the choice of words, a fundamental position in the part is that the current state of the debate and its various manifestations cannot be grasped clearly unless one knows, and settles with its past. In this light, I plan to give you a brief account of its historical position, the role of the university president, and an assessment of its current state. Lastly, I will briefly summarize my views, and will attempt to draw the appropriate conclusions.

A. A QUICK LOOK AT ITS EVOLUTION

I suspect that the evolution of the attitude towards international education in my country, as well as in other countries, could be a fascinating object of study for anyone who likes to seriously trace its origin in the depths of time. Much could be learned by bringing to bear on our quest for the future function of international education all the experience, in success and failure, of the past. As far back as Aristotle, there was a problem in defining the function of education. There was no concensus: "The existing practice is perplexing; no one knows on what principle we should proceed—should the useful, or should virtue, or should the higher knowledge, be the aim of our training; all three options have been entertained." (Politics, Book VIII, in the Basic Works of Aristotle, ed., Richard McKeon (New York Random House, 1941), pg. 1306). Both sides of the globe, as well as the "North-South" newcomers in the debate, could gain a lot from such a historical study of this very important problem facing mankind. We are at a point in time that ethnic parochialism can be easily seen in its true light as never before.

What I would like, however, to bring to the attention of this conference is the commonplace fact that international education, as we are currently contemplating it, is a post World War II phenomenon. It is a kind of interesting interface development between the 20th and the 21st Centuries. Much time and money has been expended in understanding and promoting international education in the postwar years and much can be gained from its review and critical evaluation. David V. Dell can be of initial help to anyone who is willing to do assessment work with his "Readings for Global Curriculum," in Education and World Review, published by the Council on Education in the May/June, 1982 issue of the Change magazine. It is a good source for the president of the university to start, not only to clarify the rationale for international education, but also, to critically evaluate the present and future presidential role in it.

B. THE ROLE OF THE UNIVERSITY PRESIDENT IN, AND THE RATIONALE FOR INTERNATIONALIZATION OF EDUCATION

1. THE RATIONALE

Let's first start with the rationale for internationalizing education at all levels, particularly the higher education level. In America, and I would assume in other countries as well, the call for

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internationalization takes the form of "Let Us Internationalize Our Marketing Students," on the basis that "today the environment of business is international, but the typical outlook of the American business is provincial," (34:28). It is interesting to note that when international education is looked upon from a specific field's vantage point the picture which emerges is one of continuous adaptation to changes in the economic, social, political, technological and cultural environment. The current demand for international education, and its projection into the 21st Century reflects the need for a new international education structured around Debouvais' premise that the world is a world of increasing interdependence in all spheres of intellectual and practical activities (19).

There appears to be a strong movement emerging around the world by separate disciplines whose epicentre is the ridding of traditional parochialism in education (82). The pressure is high to put the liberal arts into a new international perspective (91), to reassess and rank existing business programs in American Universities (5) as well as European Universities (25). Europeans are becoming increasingly aware that the nature, content and direction of international education is on "shifting sands" (67). From 1984 onwards, European Universities are changing priorities in favor of technological education and its ethical constraints. This, it is said, seems to be the most predominant development and will continue well into the 21st Century, in technology-based education in a variety of countries.

In the middle level of education the pressure is no less. It is said that the critical world issues, such as peace and security issues, development issues, environmental issues, human rights issues, be suitably incorporated into the educational programs for international education (17:48). To this effect, symposia are held, like our conference, with special attention to the global education needed for high schools in the complex world of the 21st Century (32).

An emerging issue of gigantic proportions, which will persist well into the 21st Century is the issue of North-South relationships as a result of the demand for a new international economic order. Although it will take great multilateral efforts and wide international cooperation for its resolution, the issue presents both a challenge and opportunity for international education around the world. Craig M. Murphy in his very persuasive argument "What the Third World Wants: Interpretation of the New International Economic Order," (67), makes a dramatic call for redefining the content and the direction of international education. This issue is also central in John Oneham's proposed role of international education in the emerging demand for a new international economic order, and in Thomas Membratu's more articulate statement of the role of the universities on this complex issue (62). They all seem to indicate and define a kind of a starting point in the effort to redirect thought and action in preparing for the world of the 21st Century.

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2. THE ROLE OF THE UNIVERSITY PRESIDENT

In the light of the preceeding remarks, with regard to the rationale for international education around the world, the question we may ask--quite pertinent to the majority of this body--is: What is the role of the university president as we are approaching the doorsteps of the 21st Century? The answer I will attempt to provide to this question reflects the restricted view of a professor of management which has been defined as the art of getting things done through the efforts of others.

A university president is the institution's highest ranked decision maker below the board of trustees, who has been hired and is paid to make decisions that affect the life and the fortunes not only of the members of the university community but of society at large as well. In this capacity, the university president may become an extremely efficient catalyst in the total effort to internationalize courses, curricular and programs by acting along three levels of decision making: strategic, tactical and operational.

At the strategic level, the president and his "cabinet" can and should reassess the mission of the university as a whole, and from this reassessment direct the university as a whole, and from this reassessment direct the university towards new goals from which feasible objectives can be formulated. This call for a teamwork which should include all relevant constituencies of the university.

At the tactical level, the role of the president is equally crucial. It has to do with the acquisition and allocation (budgeting) of the needed resources, enlightened policies for their use, and rules and procedures that are conducive to their efficient utilization. Dr. Hans Peter Jensen, rector of Denmark's Denmarks Tekniske Hojkole topic, "Financing the Educational Experience" is descriptive of the role of the university president at the tactical level of decision making in the area of international education.

At the operational level, the university president is the least effective, let alone efficient, due to increased specialization. However, the role of the university president at this level is very significant because of its indirect effect through progressive types of policies and procedures that may, as experience teaches, totally absorb the substance and purpose of it all.

C. THE CURRENT STATE OF THE DEBATE ON INTERNATIONAL EDUCATION

The point I am trying to make with the significance I am attaching to historical perspectives and the areas of concentration of the debate is important both in the geographic sense as well as the content-and-level-of-attention sense. We cannot know with the requisite clarity where we must go unless we know where they have been. I have given you the need for historical identification as well as the geographic and content-level direction of the debate. What remains for the completeness of the analysis is an assessment of its current state.

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In searching the relevant works on the matter I find the narrow, disciplinary approach most prevelant. What I have in mind is the type of evaluative work like that of Robert L. Pfatzgraft, Jr., (76) in the area of international studies and similar assessments in other areas of interest. Most of these works attempt to ascertain the impact of the community approach to developing citizenship and promoting world affairs (100) and the impact of the expanded role of international education in higher education (63).

In looking at the current state of the international education debate, it is safe to say that it is characterised by a well-founded optimism as the horizons of international education are broadening in a world which is becoming increasingly "smaller" (50). This does not imply that in America, and other countries as well, a great number of students at all levels of education remain ignorant and uninformed about other countries and have little interest in world problems (64). However, this does not, and should not prevent top management of the university, everywhere, from rigorous and critical evaluation of the changing state of global education. The implication for each of us here, in this conference, is that each should begin work on the construction of appropriate agendas for the future in the manner suggested by B. B. Tye and K. A. Tye (94).

As we begin the construction of the appropriate agendas for the future, I would like to suggest a frame of reference which emanates from the way I assess the current state of international education, first with respect to its orientation and second with respect to its functional areas. The content and direction of international education is of four types: (1) Ethnocentric; (2) Polycentric; (3) Regiocentric; and (4) Geocentric.

1. The Ethnocentric types, all around the world, are structured and directed from the nation's best interests point of view. In this frame, the mission of the university and matters of its governance, (such as direction, communication and allocation of resources, strategy, structure and culture) are all circumscribed by the national and nationalistic interests and standards. The same holds true of its functional areas of technology, marketing, finance and personnel. Home values and standards predominate.

2. The Polycentric types of international education are structures that emphasize education of people that enables them to make intelligent and constrained decisions from various centers around the world and the home country being one of them. Under this frame of reference, the institutional orientation as well as the functional areas are structured accordingly. In the case of institutional orientation, mission, governance, strategy and structure, as well as the functional areas of technology, marketing, finance, and personnel practices bear the mark of the polycentric standards.

3. The Regiocentric types of international education are region-oriented. Mission, governance, strategy and structure of international education is governed by regional interests and ties. Matters of

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functional prerequisites, such as technology, marketing, finance and personnel, are decided on purely regional considerations from the relevant points of view.

4. The Geocentric types of international education are structures that have the whole globe as their basic frame of reference. Mission, governance, strategy, and structure as well as the functional areas of technology, marketing, finance, and personnel are all dictated by a truly internation, global philosophy that starts and ends with the world, not the region, or home only or any of the many centers of active involvement (polycentric).

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V. PROGRAMS OF IMPLEMENTATION: THE EASTERN MICHIGAN UNIVERSITY EXPERIENCE

I have gone a full circle in presenting some of the most significant problems facing international education as we approach the 21st Century. I have purposefully stayed away from, what my college from the Netherlands called, "the box" aspect of the theme of our conference; but I did not intend to ignore it. Somewhere along the line, any discussion on "ends" must, by necessity, shift to "means." Please, allow me to make some general observations on this matter, then proceed with a brief description of the Eastern Michigan University experience on the ends and means of international education.

A. THE ROLE OF THE INTERNATIONAL INSTITUTE OF EDUCATIONAL PLANNING IN PARIS, FRANCE

The International Institute for Educational Planning in Paris (60) could very well function as a catalyst in the planning for international education. Few will deny the benefits from seeking its good offices. While it may be true that short-run considerations, which go by the name "expediency," may make it necessary for policy makers, to select the "tools" that justify the "ends," in the long run it is always the ends that justify the means, ex post facto, so to speak. When the ends are ill-defined, the value and function of the means can hardly be assessed accurately. We, the educators, who must walk in the classroom to prepare for and deliver a "product" to society, have to know clearly what kind of "beachheads" we are trying to establish in the area of international education (34). This must happen before we get to considering any technique or "means" from the proposed listing of "Techniques for International Education," (88), or any of the "Affordable Quality of International Programming for the 1980's," (39), let alone computer-assisted international studies like those in the Department of Government and Politics at the University of Maryland (98).

B. INTERNATIONAL EDUCATION AT EASTERN MICHIGAN UNIVERSITY

I would be remiss of my professional responsibility, and the purpose for being here, if I did not share with you our expereince at Eastern Michigan University in planning and implementation of international education.

1. THE WORLD BUSINESS COMMITTEE

A World Business Committee was set up for the internationalization project. It was funded by Eastern Michigan University and the U.S. Department of Education Undergraduate Studies and Foreign Languages Program (CFDA No. 84.016). Membership to the committee came from a balanced, cross section of faculty and administrators from the College of Arts and Sciences, Department of Foreign Languages and the various academic department of the College of Business.

2. FUNDS AWARDED FOR DESIGNING AND OFFERING JOINT DEGREE PROGRAMS

Administration and faculty at Eastern Michigan University, particularly in the College of Arts and Sciences, Language and International Trade Program, and the College of Business were awarded funds to

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design and offer joint-degree programs in foreign language application and in the principles and practices of international business.

3. OBJECTIVE

Our objective--our "end"--was to assist in reversing the decline of the United States as a major force in the worldwide integrated market. As you can see, this objective places right smack in the center of the first species of the Transnationalist view of the world, the Free Enterprise Internationalist view.

4. JOINT DEGREE REQUIREMENTS

Because of our stated philosophical orientation, the joint degree requires language proficiency, along with solid foundation in the principles and practices of international business.

5. THE ROLE OF CONSULTANTS

I must mention at this point the significant role which the consultants played in the Committee's work. Consultants from the United States as well as from Europe were brought on campus to advise the Committee on the content and direction of its work.

6. THE END RESULT: THE JOINT DEGREE PROGRAM

The end result was the newly accredited program: Bachelor of Business Administration/ Bachelor of Arts in Language and World Business. All participants in this conference are supplied with our official brochure in your mailboxes. It describes, in the appropriate detail, the nature and content of the joint degree program which was accepted by the Regents of Eastern Michigan University on September 23, 1987.

7. INCORPORATION AND CHANGES IN COURSES

The project has involved the suffusing of 17 existing courses with international elements and the development of 5 new courses in world business and related areas. In addition, it became necessary to correlate both business and language studies with international advances in technology, business and manufacturing practices and to expand the existing International Cooperative Student Exchange Program.

8. THE CHANGE AGENTS

At this point I must mention central figure in the total effort of internationalizing education at Eastern Michigan University. From the College of Business, Department of Management, has been Professor Gaston DesHarnais. He is currently Project Director of the World Business and Intercollegiate Internationalization of the Curriculum Title VI Grant. An equally effective and efficient "prime mover" in this enterprise has been Professor Raymond Schaub, from the Language and International Trade Program. He is now the Director of World College, a university-wide coordinating organization of international education at Eastern

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Michigan University, approved and funded by the Regents of Eastern Michigan University.

9. PILOTING AND SCHEDULED IMPLEMENTATION

Under the leadership of these two persons and their able associates, the entire program has been piloted since the beginning of the Fall Semester of 1986 and is now heading for full implementation in the Winter Semester, 1988. All proposed elements, most of them piloted, have been integrated into the program. Suffusion of other courses beyond the core is continuing. The joint degree provides "global" education and training for careers in business management and communication, marketing coordination, transportation and logistics, finance and accounting, and human resources and staff development.

10. IMPLEMENTATION METHODS

In implementing the program at the instructional level, both the College of Arts and Sciences and the College of Business are supplementing the language and world business components with team-taught seminars and a set of cultural, jointly taught courses drawing on political science, history, geography and economics.

11. INFORMATION DISSEMINATION ABOUT THE JOINT DEGREE PROGRAM

The College of Business of Eastern Michigan University and the College of Arts and Sciences, Department of Foreign Languages, Language and International Trade Program and Languages and World Business Program are jointly sponsoring the seventh Annual Conference on Languages and Communication for World Business and the Professions to be held in Ann Arbor, Michigan, USA, April 7-9, 1988. This conference has special endorsement from the Michigan Council for the Humanities and the Association for Business Communication.

12. EXPANDED ROLE OF THE COOPERATIVE EDUCATION NETWORK

The last point worth mentioning about the Eastern Michigan University's joint degree program is the expanded role of the university's cooperative education network. The concomitant expansion of the Cooperative Education Exchange Network will, from now on, include the new joint majors and in consequence, will introduce well trained, language-proficient graduates into the world of international finance, production, and trade.

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C. SUMMARY AND CONCLUSIONS

1. SUMMARY

Let me summarize the main points of my presentation. I have structured and presented my subject in an order which hoped to be both realistic and meaningful in the environment of the waning 20th Century and for the environment of the approaching 21st Century.

I have started out in Part I with the position that international education is an extension of education at home. Its essence consists in preparing young people to discover and utilize intelligently and responsibly factual and intellectual information for their individual benefit as well as for the benefit of society.

Subsequently, Part II looked into the essence of international education from the point of view of various schools of thought, their major key characteristics, and the relationship between education and training as it relates to world issues and problems.

In Part III, I have presented, in some detail, the major functions of international education and examined the factors that limit and affect its effectiveness.

In Part IV, I brought out certain empirical aspects of temporal, spatial and posture type. I noted that international education, as we understand the term today, is a post World War II phenomenon with a unique rationale that is changing the role of the university president and noted, also, the fervor characterizing the debate around the world. Subsequently, I reported to you the Eastern Michigan University experience with the internationalization of the university education.

Finally, in Part V I made a brief reference to the potentially catalytic role of the Institute for International Education Planning in Paris, France, and shared with you our experience at Eastern Michigan University in internationalizing the internationalization of business education and foreign languages.

2. CONCLUSIONS

From the discussion of the essence of international education, its descriptive dimensions, its view in a cause-effect framework, the empirical aspects of time, space and current state, along with the examination of selected implementation schemes of worldwide and restricted scope, the following conclusions can reasonably be drawn:

a. There seems to be a concensus of what the essence of education and international education is, in principle. Its "universality," however, in practice is at variance with that in principle.

b. The examination of the various images of the world leaves us with the question: which is the most appropriate and the most accomodating to the goals and values of international education under the constraints we have brought out? It is not difficult to conclude that any serious preparation for the next

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century makes the study of all an important imperative. They have all contributed to the content and purpose of global education programs. These images of the world continue to define the educational priorities of most educational programs.

c. With respect to the two major characteristics of international education, that of the widespread desirability and the widespread lack of clear definition, the most appropriate conclusion is that the first reflects the need for more articulation of goals and purposes of international education, and the second is a testimony to the reality of pluralism that exists in this area of study. To the extent that no one perspective claims to be the only perspective on how the world operates, the apparent lack of clarity stands excellent chances of improvement.

d. It is important that the relationship between education and training be kept clearly in perspective. Remembering the complementary nature of the relationship between them, we can design programs that significantly contribute to the solution of world problems, an integral part of which are our domestic problems.

e. In contemplating and designing the functions of international education we must distinguish between goals and objectives given the clearly stated mission of the university. Goals are levels of aspiration that are timeless. Objectives, derived from goals, are time-circumscribed: short-term, medium-term and long-term. Goals and objectives are relaistic when they are looked upon as the effects of certain causes or limiting factors.

f. The benefits that can be derived from the historical perspective are significant as long as we cease looking at the history as a record of events.

g. International education at all levels, particularly at the university level, is an institutional commitment. The role of the university president can be significant only if carried out within the functions of management framework of planning, organizing, staffing, directing and controlling.

h. Planning the international education for the 21st Century will be most efficient if undertaken and carried out in any one of the emerging orientations: Ethnocentric, polycentric, regiocentric and geocentric.

i. Internationalization plans, in the form of various educational programs and schemes, must be flexible, economical and timely in order to enjoy maximum acceptance and support.

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